

# COLUMBIA-BRAZORIA ISD

## District Improvement Plan 2023/2024

*Catch the Challenge! Learn for Life!*



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# COLUMBIA-BRAZORIA ISD

## **Mission**

### *MISSION*

*It is the mission of the Columbia-Brazoria Independent School District (CBISD) staff, working collaboratively with students, families, and the CBISD community, to:*  
*Prepare students to become responsible and productive citizens of a global community*  
*Achieve success with integrity by creating a community of lifelong learners*  
*Build students who can collaborate, communicate, and create*

### *BELIEFS*

*We believe that...*

*Students come first.*

*All students are innately curious.*

*Every student deserves the highest-quality learning experience.*

*Every student has value and unique potential with varied abilities, gifts, and talents.*

*A physically and emotionally safe environment encourages learning.*

*Building relationships makes a positive difference in the lives of our students, staff, and community.*

*Family, students, staff, and community share the responsibility of student learning.*

#### Nondiscrimination Notice

COLUMBIA-BRAZORIA ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# COLUMBIA-BRAZORIA ISD Site Base

Name	Position
Miller, Candyce	Counselor CHS
Miller, Chris	Assistant Superintendent
Fowler, Samantha	Director of Instructional Services
Kelly, Jennifer	Director Special Programs
Galloway, Hannah	Assistant Principal
Bolton, Roxana	Principal
Thoe, Wendy	Human Resources
Mccarthy, Mary	Principal
Harrington, Krista	SPED Coordinator
Kinney, Jeffrey	Principal
Howard, Iris	Assistant Principal
Segovia, Julie	Instructional Coach
Higginbothom, Kristy	Community Partner
Jones, Darlene	Teacher
Hogan, Catrina	Homeless Liaison
McIntosh, Brandon	Community Partner
Graham, Kate	Assistant Principal
Cohea, Anne	Principal
Liserio, Leah	Principal
Hammond, Misty	Teacher
Mader, Catherine	Literacy Coach
Heble, Holly	Instructional Coach
Wallace, Christina	Instructional Coach
Howell, Christy	Assistant Principal
Roark, Rhonda	Intervention Specialist
Garza, Delma	Intervention Specialist
Jones, Lauren	Teacher
Hobbs, Mandy	Teacher

# COLUMBIA-BRAZORIA ISD Site Base

Name	Position
Bailey, Lorissa	Assistant Principal
Mora, Marivel	Literacy Coach
Massey, Jenny	Assessment Coordinator
Williams, Lisa	Parent
Walters, Elaine	Community In School (CIS)
Palmer, Karen	Administrative Assistant
Spiller, Sheila	Paraprofessional

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

Multi-Year Trends

### Demographics Strengths

The population of CBISD is diversified and has been largely constant throughout time. The number of Hispanic students and English language learners is on the rise, according to trends. Due to district-level initiatives to mandate certification for all teachers and to support any core teachers who already hold certification, the number of teachers in the CBISD who are certified in ESL is rising.

Additionally, CBISD strives to employ a diverse team. The staff's overall demographics are relatively similar to those of the student body, however teachers are more likely to be of white descent.

The district frequently employs local residents as teachers, teaching assistants, and other staff members due to a lack of housing to attract outside applicants.

### Demographics Weaknesses

Due to district-level initiatives to mandate certification for all new core teachers and to support all current core teachers in obtaining certification, the number of teachers in the CBISD who are certified in ESL is rising. Due to a shortage of bilingual teachers and the high number of LEP or EL (English Language Learner) students, the district must submit an application for a bilingual waiver in order to provide services to the kids through the ESL program. Although efforts have been made to find bilingual teachers, CBISD has not been able to do so because of housing shortages, a lack of proximity to large cities, and higher compensation in larger districts for this specialty. However, a recruitment effort to hire bilingual teacher assistants has resulted in having staff available on each campus who can communicate in Spanish.

### Demographics Needs

In addition to pursuing initiatives to have staff members earn ESL certification, CBISD has to provide a pipeline to ensure that bilingual teaching personnel can be employed. CBISD must keep hiring instructors of various racial and ethnic backgrounds.

For local employees who are interested in teaching, CBISD must create a path for them to do so.

### Demographics Summary

# Comprehensive Needs Assessment

The district has roughly 2900 students enrolled. The socioeconomic diversity of the district is 65% on average, with West Columbia Elementary at 58%, Barrow Elementary at 79%, and Wild Peach Elementary at 83%. 32% of the population is Hispanic, 7% is African American, and 57% of the population is White. White teachers are most demographically comparable to the student body, but our other subpopulations don't have enough diversity to satisfy the varied demands of our pupils. CBISD has launched a number of measures to increase the diversity of the teaching staff since it recognizes the importance of diversity. This includes bringing on staff who are multilingual.

## Student Achievement

### Student Achievement Data Sources

- ACT/SAT Data
- CIRCLE/CLI PreK results
- Disaggregated STAAR Data
- Discipline Referrals
- HB Survey and Interviews of Students/Staff/Parents
- mCLASS DIBELS
- Meeting Agenda/Sign in/Minutes
- Multi-Year Trends
- TELPAS results

### Student Achievement Strengths

Due to the opportunities students have to work through the CTE program for certifications, tests with college-ready assessments, and military connections, college and career ratings keep improving. The districts' 2023 STAAR Accountability rating is expected to be a C.

### Student Achievement Weaknesses

For CBISD, improving early literacy continues to be difficult because roughly 60% of students arrive at school unprepared for the curriculum for their grade. Lower reading STAAR scores are the outcome of this. Due to the lack of cross-curricular writing implementation in all areas, writing still presents a challenge. The district focused on

# Comprehensive Needs Assessment

## Student Achievement Weaknesses (Continued)

strengthening the Instructional Leadership Teams in order to increase student academic growth.

## Student Achievement Needs

Instructional coaches are needed to continue to provide support to the Instructional Leadership Teams, Teachers, and Students. The ongoing support of the TIL coaching process with the Leadership Teams is an area of need. Additionally the need for ongoing professional training and coaching in the early literacy years in order to build a strong foundation for students and provide teachers with a deeper understanding. CBISD is concentrating on giving Campus Administrators more assistance in order to improve systems and procedures on each site

## Student Achievement Summary

The district has made a number of attempts to support teachers' and principals' professional development as a result of previous D and F grades. The ESF methodology is being applied in conjunction with TIL Get Better Faster coaching techniques. The district and campuses will be able to identify areas of need with the aid of systematic processes, which will then help teachers "Get Better Faster" through ongoing coaching and observation coupled with lesson planning and data analysis training. Through ongoing development of the curricular resources, improved training, and other coaching techniques provided by district instructional coaches, steps have been taken to raise the achievement of students. Additionally, agencies that assist families and students in need as well as after-school assistance like tutoring from CIS and ACE programs.

## School Culture and Climate

### School Culture and Climate Data Sources

Discipline Referrals  
Multi-Year Trends

### School Culture and Climate Strengths

CBISD has held parent forums and surveys to get feedback on the climate, culture, and concerns. The community as a whole has a positive opinion of the district and is

# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

supportive of the staff. Surveys on climate and culture are periodically conducted on each campus, and the general consensus is that staff and students feel safe at the schools and value the security measures implemented. They are generally happy with the discipline and the teacher's consideration of their child's needs. Additional mental health services have been made available to district students as a result of collaborations with outside organizations. Student services, ACE after school, and CIS Mental Health are all forms of support offered by CIS. Additionally, district behavior specialists have been established in the elementary and junior high schools to assist with students as needed.

## School Culture and Climate Weaknesses

According to survey results, there are some instances of bullying that students or parents believe are not being addressed. Additionally, incidents involving pupils who exhibit more aggressive behavior have increased and public awareness of these incidents at schools has grown.

## School Culture and Climate Needs

Support for behavior is a persistently pressing requirement. Resources for mental health support are also highly desired. Addressing bullying is a continual targeted area.

## School Culture and Climate Summary

In order to help with student and family needs as well as mental health difficulties, CIS has offered a number of supplementary services. To assist pupils with more persistent and aggressive behavioral issues, behavioral personnel has been hired. To prevent bullying, counselors and the district are offering resources. The protection of students is a top priority, and numerous measures have been taken to provide secure settings on campuses.

# Staff Quality, Recruitment and Retention

## Staff Quality, Recruitment and Retention Strengths

The district has hired instructional coaches who are in responsibility for providing staff support, team meetings, lesson planning alignment, and assessment alignment. Additionally, in order to grow and improve their leadership and coaching abilities, these leaders are participating in the Texas Instructional Leadership (TIL) process.



# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Weaknesses

Finding multilingual educators is difficult. Teachers with special education certification are likewise scarce. It will become increasingly difficult to hire ELAR teachers who have earned the Science of Teaching Reading (STR) certification.

## Staff Quality, Recruitment and Retention Needs

The district must continue to develop its leadership and offer avenues for qualified teacher leaders to advance their careers and receive compensation for acquiring new skills.

## Staff Quality, Recruitment and Retention Summary

CBISD provides a number of incentives to encourage staff to stay and grow with the district. Continued support to recruit future teachers through Grow Your Own Grant needs to remain in place. The CTE program supports this growth through the Education and Training program. The leadership efforts through the mentor program looks to be a promising practice in order to encourage staff retention.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Data Sources

ACT/SAT Data  
CIRCLE/CLI PreK results  
Disaggregated STAAR Data  
mCLASS DIBELS  
Meeting Agenda/Sign in/Minutes  
Multi-Year Trends  
TELPAS results

## Curriculum, Instruction and Assessment Strengths

Strong subject leaders and instructional coaches oversee lesson planning, and they collaborate with teachers during PLC's to work together and share resources. To give staff a strong foundation for collaboration, instructional leadership teams have worked to align the curriculum, assessment, and instruction. Instructional coaches are na essential key in

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

ensuring that K–5 ELAR and Math teaching expectations are appropriate and aligned, and that the curriculum and resources are credible.

## Curriculum, Instruction and Assessment Weaknesses

Our Instructional Leadership Teams are focusing on addressing a deficiency in the initial instruction by using the TIL lesson planning process.

## Curriculum, Instruction and Assessment Needs

Continued training and an accountability process in place for the Instructional Leadership Team is an area of need.

## Curriculum, Instruction and Assessment Summary

The Instructional Leadership Team TIL model is productive by ensuring instruction, curriculum and assessment are aligned. As the Instructional Leadership Teams continue to strengthen first instruction student growth will rise.

# Family and Community Involvement

## Family and Community Involvement Strengths

Family engagement activities are provided in multiple ways in the district. The campuses provide open house for the families at all elementary schools in order to meet staff and welcome them to the new school year. All campuses open their doors for parental educational opportunities, with a focus on the family at the elementary level. Family engagement is strengthened at the elementary with literacy nights, math nights, STEM nights with activities for all ages and educational events for adults. Literacy focus is strong and individual parent meetings are scheduled face to face or virtually in the lower grades for parents to understand their child's strengths and needs as well as the school year focus. At the secondary, multiple extra curricular opportunities are open to families. Secondary also provides educational sessions for FAFSA enrollment and help, college readiness and important items for parents and students to be aware of. Surveys generally show that parents feel there are strong family involvement opportunities. Volunteers are always welcomed and provided opportunities to assist the school with their talents. Field trips are always well attended by families as well. Title I meetings are held 2 times a year for families to provide feedback and are paired with other events to ensure maximum participation. All federal programs feedback meetings for program planning are also held at public events or virtually in order to provide maximum participation.

# Comprehensive Needs Assessment

## Family and Community Involvement Weaknesses

Despite having numerous opportunities to provide input, many parents are passive. When it comes to facilities or parking, there is more discussion; yet, when it comes to educational programs, there is less discussion.

## Family and Community Involvement Needs

The district is considering other options for how parents can contribute, utilizing technology, etc.

## Family and Community Involvement Summary

There are many district and campus provisions, programs and efforts made to have parents and families involved in the planning, operating and discussion on education of our children. The district and campuses continue to investigate and initiate ways for families to feel comfortable with participating and contributing. There is strong family involvement with events that students are involved in and great efforts are made by campuses to help families attend events. The district is investigating other methods to allow parents to contribute using technology.

# School Context and Organization

## School Context and Organization Strengths

CBISD reorganized elementary configuration at the southern end of the district to assist with providing support for teachers and allowing for sharing of resources. WPE is an Early Childhood campus for Early Childhood Special Education, all district Pre-k and for south area Kinder and 1st grade. A new wing has been added to the Junior High and 6th grade has moved to the WBJH campus. This will help with fine arts issues as well as allow students more flexibility in classes to prepare for high school and college readiness.

# Technology

## Technology Strengths

# Comprehensive Needs Assessment

CBISD strives to enhance the network capabilities to allow for sufficient Wifi availability at the schools. Multiple funding has been provided to purchase Chromebook carts so that grades K-12 have access in classrooms for students to use 1:1. Secondary Schools provide opportunities for students to check out a Chromebook for use at home or school. Teachers have up to date equipment that is replaced on a maintenance schedule. The district has contracted with two different vendors to provide internet services. The Technology department has a group of talented technicians, however, turn over is relatively high.

## Technology Weaknesses

Updating equipment is a challenge as it is quickly out of date. Funding opportunities are constantly being sought in order to keep equipment up to date. Teacher capabilities to utilize new programs and equipment continues to be a challenge.

## Technology Needs

Ample funding to stay abreast of new trends and keep qualified staff as well as the ability to upgrade and update efficiently is the greatest need in CBISD. Internet access for students in their home is also a huge challenge as the high levels of poverty.

## Technology Summary

Technology use is part of the culture for CBISD. A great amount of resources have been dedicated to keeping it working, up to date and a viable path for teachers to teach and for students to learn. Keeping up to date and ample resources available is the greatest challenge that is constantly reviewed at the district level and a variety of funding streams are utilized. Student home use is the greatest challenge as many families do not have the resources to support home use. Local systems also present a challenge as more power is needed for improved technical systems. However, CBISD has been in the lead for rolling out 1:1 hardware for student use at school.

# COLUMBIA-BRAZORIA ISD

**Goal 1.** (Build a Foundation of Reading and Math) % Students reading on grade level by the start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.

**Objective 1.** (2020-2024 Goal) The percent of 3rd-grade students reading at or above grade level will increase by 5% each year to reach 80% by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Elementary campuses will target phonics and phonemic awareness instructional strategies through Reading Horizons. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,ECD,ESL,SPED,AtRisk,Dys,504,K,1st,2nd) (Strategic Priorities: 2,4) (ESF2019: 1.2,2.2,3.3,4.1,5.3,5.4) (ESF2021: 1,1.2,2.2.1,3,3.3,4,4.1,5,5.3,5.4)</p>	<p>Core Subject Teachers, Director of Instruction, Director Spec Programs, Instructional Paraprofessionals, Instructional Staff, Instructional/Literacy Coach, Intervention Staff</p>	<p>July-June</p>	<p>(F)Title I-Federal, (F)Title III Bilingual / ESL</p>	<p>Criteria: BOY, MOY, EOY testing, formative assessments, CBA's</p>
<p>2. Coaching by the instructional leadership staff district and campus-based will occur to support the Texas Instructional Leadership lesson planning process. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,ECD,ESL,SPED,AtRisk,Dys,504,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 1,2,4) (ESF: 1.2,2.2,3.2,3.3,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Core Subject Teachers, Director of Instruction, Instructional Paraprofessionals, Instructional Staff, Instructional/Literacy Coach, Intervention Staff, Intervention Teachers, Principal</p>	<p>August- May</p>	<p>(F)Title I, (S)Consultants Training, (S)Instructional Materials Allot, (S)State Comp Ed Personnel</p>	<p>Criteria: Dibels growth BOY, MOY, EOY, BAS growth BOY, MOY, EOY, CBA &amp; Benchmark Growth</p>
<p>3. Ongoing high-quality TIL training provided by District Instructional Coaches and by the Campus Administrators to ensure understanding of high leverage instructional strategies. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,ECD,ESL,SPED,AtRisk,K,1st,2nd,3rd) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2,3.1,3.3,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Core Subject Teachers, Director of Instruction, Instructional Staff, Lead Teacher, Principal</p>	<p>July- April</p>	<p>(F)Title I, (F)Title II Princ/Tchr Improvement, (S)State &amp; local funding , (S)State Compensatory Ed</p>	<p>Criteria: Attendance at training, implementation of strategies-evidence submitted through TIL coaching evidence</p>

# COLUMBIA-BRAZORIA ISD

- Goal 1.** (Build a Foundation of Reading and Math) % Students reading on grade level by the start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.
- Objective 2.** (Kindergarten Literacy Improvement Goal) Percent of Kindergarten students will increase grade-level literacy measurements at the end of the year from 44% in 2021 to 60% in 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coaching by the District Instructional Coaches and by the Campus Leadership teams will reinforce strategies and best practices in teaching and learning. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF2019: 1,1.1,1.2,2.1,2.2,3.1,3.2,3.3,4.1,5,5.1,5.2,5.3,5.4) (ESF2021: 1,1.1,1.2,2.1,3,3.1,3.2,3.3,3.4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, Instructional Staff, Instructional/Literacy Coach, Lead Teacher, Principal, Teacher(s)	July-June	(F)Title I, (S)State & local funding	Criteria: Instructional Leadership Teams/Coaches documentation, Principal reports

# COLUMBIA-BRAZORIA ISD

**Goal 1.** (Build a Foundation of Reading and Math) % Students reading on grade level by the start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.

**Objective 3.** (1st Grade Literacy Improvement Goal) Percent of 1st grade students will increase grade-level literacy measurements at the end of the year from 51% in 2021 to 65% in 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coaching by the District Instructional Coaches and by the Campus Leadership teams will reinforce strategies and best practices in teaching and learning. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2,3.1,3.2,3.3,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, Instructional Staff, Instructional/Literacy Coach, Lead Teacher, Principal	July-June	(F)Title I-Federal, (S)State & local funding , (S)State Compensatory Ed	Criteria: Instructional Leadership Teams/Coaches documentation, Principal reports

# COLUMBIA-BRAZORIA ISD

**Goal 1.** (Build a Foundation of Reading and Math) % Students reading on grade level by the start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.

**Objective 4.** (2nd Grade Literacy Improvement Goal) Percent of 2nd grade students will increase grade-level literacy measurements at the end of the year from 47% to 65%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coaching by the District Instructional Coaches and by the Campus Leadership teams will reinforce strategies and best practices in teaching and learning. (Title I SW Elements: 2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, Instructional/Literacy Coach, Lead Teacher, Principal	July-June	(F)Title I, (F)Title II Princ/Tchr Improvement, (S)State & local funding	Criteria: Instructional Leadership Teams/Coaches documentation, Principal reports, student and teacher growth measures



# COLUMBIA-BRAZORIA ISD

**Goal 1.** (Build a Foundation of Reading and Math) % Students reading on grade level by the start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.

**Objective 5.** (PreKindergarten Readiness) Pre-kindergarten students will increase Rapid Letter Naming and Phonological Awareness to 80% green by EOY CLI CLASS Assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide high quality training to teachers and parents to support early learning that is developmentally appropriate and calculated to grow students. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,ECD) (Strategic Priorities: 1,2) (ESF2019: 1,1.1,1.2,2,2.1,2.2,3.3,3.4,4,4.1,5,5.1,5.2) (ESF2021: 1,1.1,1.2,2,2.1,3.3,3.4,4,4.1,5,5.1,5.2)	Assistant Superintendent, Director of Instruction, Head Start Collaborative, Instructional Paraprofessionals, Instructional Staff, Instructional/Literacy Coach, Lead Teacher, Principal	July-June	(F)Title II Princ/Tchr Improvement, (S)State & local funding	Criteria: Instructional Leadership Teams/Coaches documentation, Principal reports

# COLUMBIA-BRAZORIA ISD

**Goal 2.** (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

**Objective 1.** (3rd-Grade Meets Reading Performance) The percentage of 3rd-grade students who score at meets or above grade level on STAAR Reading will increase from 47% to 52%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All,PRE K,K,1st,2nd,3rd,4th,5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF2019: 1,1.2,2.2.1,2.2.3.1,3.2,4.4.1,5.5.1,5.2,5.3,5.4) (ESF2021: 1,4,4.1,5.5.1,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Lead Teacher, Principal	July-June	(F)Federal Funds, (L)Lead4Ward resources, (O)Local Resources	Criteria: Lesson planning, coaching documentation, progress monitoring data, STAAR results

# COLUMBIA-BRAZORIA ISD

**Goal 2.** (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

**Objective 2.** (3rd-Grade Meets Math Performance) The percentage of 3rd-grade students who score meets grade level or above on STAAR Math will increase from 38% to 43%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Intervention Staff, Principal	July-June	(F)Title I-Federal, (F)Title II Princ/Tchr Improvement, (L)Lead4Ward resources, (S)Instructional Materials Allot	Criteria: Lesson planning, coaching documentation, progress monitoring data, STAAR results

# COLUMBIA-BRAZORIA ISD

**Goal 2.** (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

**Objective 3.** (4th-8th & Algebra I Meets Math Performance) The percentage of students in 4th-8th-grade and Algebra I EOC who score meets grade level or above on STAAR/EOC Math will increase by five percent in each grade level. (4th-grade: 49 to 54%, 5th-grade: 51 to 56%, 6th-grade: 40 to 45%, 7th-grade: 36 to 41, 8th-grade: 40 to 45%, Alg I JH 100%, Algebra I: 18 to 23%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Lead Teacher, Principal	July-June	(F)Title II Princ/Tchr Improvement - \$10,000	Criteria: Lesson planning, coaching documentation, progress monitoring data, STAAR results

# COLUMBIA-BRAZORIA ISD

**Goal 2.** (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

**Objective 4.** (4th-8th & English I & II Meets Reading Performance) The percentage of students in 4th-8th and English I & II EOC who score meets grade level or above on STAAR/EOC Reading will increase by five percent in each grade level. (4th-grade: 42-47%, 5th-grade: 60 to 65%, 6th-grade: 44 to 49%, 7th-grade: 49 to 54%, 8th-grade: 53 to 58%, English I: 54 to 59%, English II: 64 to 69%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Intervention Staff, Lead Teacher, Principal	July-June	(F)Title I-Federal, (L)Lead4Ward resources, (S)Instructional Materials Allot	Criteria: Lesson planning, coaching documentation, progress monitoring data, STAAR results

# COLUMBIA-BRAZORIA ISD

**Goal 2.** (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

**Objective 5.** (5th, 8th, & Biology Meets Science Performance) The percentage of students in 5th grade, 8th-grade & Biology who score meets grade level or above on STAAR/EOC Science will increase by five percent in each grade level. (5th-grade: 40-45%, Biology: 56 to 61%, 8th-grade: 49 to 54%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,5th,8th,9th,10th,11th,12th) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,2.2,3.1,3.2,4,4.1,5,5.1,5.3,5.4)	Assistant Principal(s), Director of Instruction, District Assessment Coordinator, Instructional Staff, Lead Teacher, Principal	July-June	(L)Local Funds	Criteria: Lesson planning, coaching documentation, progress monitoring data, STAAR results

# COLUMBIA-BRAZORIA ISD

**Goal 2.** (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

**Objective 6.** (8th & U.S. History Meets Social Studies Performance) The percentage of students in 8th grade & US History who score meets grade level or above on STAAR/EOC Social Studies will increase by five percent in each grade level. (8th-grade: 26 to 31% US Hx 59 to 64%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Intervention Staff, Lead Teacher, Principal	July-June	(F)Federal Funds - \$400,000	Criteria: Lesson planning, coaching documentation, progress monitoring data, STAAR results

# COLUMBIA-BRAZORIA ISD

**Goal 2.** (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

**Objective 7.** (3rd-8th-Grade & English I & II Approaches Reading Performance) The percentage of students in 4th-8th-grade & English I & II who score approaches grade level or above on STAAR Reading will increase by five percent in each grade level. (3rd-grade: 77 to 82%, 4th-grade: 73 to 78%, 5th-grade: 85 to 90%, 6th-grade: 81 to 86%, 7th-grade: 73 to 78%, 8th-grade: 77 to 82%, English I: 72 to 77%, English II: 77 to 82%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with Communities in Schools to provide additional emotional and academic support to students. (Title I SW Elements: 1.1,2.1,2.3,2.5,2.6,3.1) (Target Group: All,ECD,AtRisk,1st,2nd,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2,3,4) (ESF: 3.1,3.3,3.4,5.4)	Assistant Principal(s), Communities In Schools, Counselor(s), Principal	July-June	(S)Communities in Schools - \$60,000, (S)State & local funding , (S)State Compensatory Ed	Criteria: Documentation of partnership
2. Campuses will utilize TIL/Get Better Faster(GBF) resources and training to conduct action coaching in order to increase teacher efficacy and skills to enhance teaching and learning. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF2019: 1,1.1,1.2,2.2,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4) (ESF2021: 1,1.1,1.2,2.1,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3 ,5.4)	Assistant Principal(s), Director of Instruction, Instructional Staff, Instructional/Literacy Coach, Lead Teacher, Principal	July-June	(F)Title II Princ/Tchr Improvement - \$9,000, (S)State & local funding - \$40,000	Criteria: Instructional Leadership Teams
3. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF2019: 4,4.1,5,5.1,5.2,5.3,5.4) (ESF2021: 4,5,5.1,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Instructional/Literacy Coach, Intervention Staff, Lead Teacher, Principal	July- June	(F)Federal Funds - \$400,000	Criteria: Lesson planning, coaching documentation, progress monitoring data, STAAR results



# COLUMBIA-BRAZORIA ISD

**Goal 2.** (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

**Objective 8.** (3rd-8th-Grade & Algebra I Approaches Math Performance) The percentage of students in 3rd-8th-grade & Algebra I who score approaches grade level or above on STAAR/EOC Math will increase by five percent in each grade level. (3rd-grade: 71 to 76%, 4th-grade: 74 to 79%, 5th-grade: 89 to 94%, 6th-grade: 81 to 86%, 7th-grade: 62 to 67%, 8th-grade: 68 to 73%, JH Alg I 100%, Algebra I: 66 to 71%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF2019: 4,4.1,5,5.1,5.2,5.3,5.4) (ESF2021: 4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Instructional/Literacy Coach, Intervention Staff, Lead Teacher, Principal	July-June		Criteria: The lesson planning process review, coaching documentation, progress monitoring data, STAAR results
2. Partner with Communities in Schools to provide additional emotional and academic support to students. (Title I SW Elements: 1.1,2.1,2.3,2.5,2.6,3.1) (Target Group: All,ECD,AtRisk,1st,2nd,3rd,4th,5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 2,3,4) (ESF2019: 3.1,3.3,3.4,5.4) (ESF2021: 3,3.1,3.2,3.3,3.4,5,5.4)	Assistant Principal(s), Communities In Schools, Counselor(s), Principal	July-June		Criteria: Documentation of Partnership
3. Campuses will utilize TIL/GBF resources and training to conduct action coaching in order to increase teacher efficacy and skills to enhance teaching and learning. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF2019: 1,1.1,1.2,2.2,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4) (ESF2021: 1,1.1,1.2,2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Director of Instruction, Instructional Staff, Instructional/Literacy Coach, Lead Teacher, Principal	July-June		Criteria: Instructional Leadership Team

# COLUMBIA-BRAZORIA ISD

**Goal 3.** (Recruit, support and train teachers and principals) Staff retention will improve by 5%

**Objective 1.** (Train Leadership skills to support and recruit) Campus leadership teams will utilize the TIL/GBF process and conduct observations that promote growth using the TIL/GBF waterfall document and implementing the FOI lesson planning process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrators, district coaches, and campus leadership will utilize the TIL/GBF process and implement coaching strategies to observe and follow up with staff. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 1,4) (ESF2019: 1,1.1,1.2,2.2.1,2.2,5,5.2) (ESF2021: 1,1.1,1.2,2.2.1,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1,5.2 ,5.3,5.4)	Assistant Principal(s), Assistant Superintendent, Director of Instruction, District Assessment Coordinator, Instructional/Literacy Coach, Principal	July-June	(F)Title II Princ/Tchr Improvement - \$30,000	Criteria: Observation levels, documentation

# COLUMBIA-BRAZORIA ISD

**Goal 3.** (Recruit, support and train teachers and principals) Staff retention will improve by 5%

**Objective 2.** (Support to Retain) Elementary campuses will employ "Accelerated Substitutes" to assist critical area teachers to provide support and guidance to the teacher and class.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of Accelerated substitutes will be utilized to assist teacher and to provide additional support to teachers and students. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 1,2,4) (ESF2019: 1,1.2,2,2.2,5,5.4) (ESF2021: 5,5.1,5.2,5.3,5.4)	Principal	August- May	(F)Title II Princ/Tchr Improvement - \$0	Criteria: STAAR scores, Progress monitoring data

# COLUMBIA-BRAZORIA ISD

**Goal 3.** (Recruit, support and train teachers and principals) Staff retention will improve by 5%

**Objective 3.** (Support to build capacity) Instructional Coaches will teach, model, practice, and coach staff on district/campus approved best practices and curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Instructional Leadership teams will provide recommendations to aligning the curriculum, lesson plans, and assessments and will assist with the implementation of staff development. (Title I SW Elements: 2.4,2.5,3.2) (Target Group: All,PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF2019: 1,1.1,1.2,2,2.1,2.2,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1 ,5.2,5.3,5.4) (ESF2021: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1,5.2 ,5.3,5.4)</p>	<p>Director of Instruction, District Assessment Coordinator, Instructional Staff, Instructional/Literacy Coach, Lead Teacher, Principal</p>	<p>July-June</p>	<p>(F)Title I-Federal - \$400,000</p>	<p>Criteria: Instructional leadership team documentation</p>

# COLUMBIA-BRAZORIA ISD

**Goal 3.** (Recruit, support and train teachers and principals) Staff retention will improve by 5%

**Objective 4.** (Provide incentive to retain and build leadership) Extra duty pay or stipends may be added to staff assuming leadership roles in targeted academic areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Stipends or extra duty pay may be paid to staff that provide support for areas of academic need. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,PRE K,K,1st,2nd,3rd,4th,5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 4) (ESF2019: 5.5.1,5.2,5.3,5.4) (ESF2021: 5.5.1,5.2,5.3,5.4)	Director of Instruction, Director Spec Programs, Superintendent	July-June	(F)Federal Funds, (L)Local Funds	Criteria: Documentation from teachers/principal/Dir of Inst Services/Superintendent/Dir of Special Programs

# COLUMBIA-BRAZORIA ISD

**Goal 3.** (Recruit, support and train teachers and principals) Staff retention will improve by 5%

**Objective 5.** (Objective 5 - Support to Retain) The district will pay staff coordinators to lead the mentor program and support campus mentors throughout the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support new teachers (1-3 yrs experience) in order to retain and build teacher capacity. (Title I SW Elements: 1.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 1) (ESF2019: 2.1) (ESF2021: 2,2.1,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Mentor, Director of Instruction, Director Spec Programs	July-June	(F)Title II Princ/Tchr Improvement - \$50,000	Criteria: Campus Mentor documentation

# COLUMBIA-BRAZORIA ISD

**Goal 3.** (Recruit, support and train teachers and principals) Staff retention will improve by 5%

**Objective 6.** (Teacher Recruitment Support) The district received a grant through TCLAS to grow paraprofessional certification and education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will identify staff that meet the criteria in order to receive grant funds. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2,2.1,5)	Assistant Superintendent, Principal	23-24	(F)Federal Funds - \$10,000	Criteria: Enrolled in Bachelor's program.

# COLUMBIA-BRAZORIA ISD

**Goal 4.** (Connect high school to career and college ready) Increase district opportunities to career paths and college readiness through testing and CTE.

**Objective 1.** (Career Path Growth-Educational) The district will increase the support to grow the Educational Career path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Using GYO grant funds, the High School will grow the Educational CTE program. (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 1,3) (ESF: 2,2.1)	Assistant Principal(s), Assistant Superintendent, Counselor(s), Principal, Teacher(s)	July-May	(F)Perkins-CTE, (S)Texas Education Agency	Criteria: Student enrollment in practicum education course



# COLUMBIA-BRAZORIA ISD

**Goal 4.** (Connect high school to career and college ready) Increase district opportunities to career paths and college readiness through testing and CTE.

**Objective 2.** (Career Path Growth-Petrochemical) The district will increase support to grow the Petrochemical Career Path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district and High School will partner with Brazosport Community College to increase career opportunities in the Petrochemical fields. (Target Group: All,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 4,4.1)	Assistant Superintendent, College Counselor, Counselor(s), CTE , Department Heads, Principal, Superintendent, Teacher(s)	July- June	(F)Perkins-CTE, (S)State & local funding	Criteria: increase of student enrollment

# COLUMBIA-BRAZORIA ISD

**Goal 4.** (Connect high school to career and college ready) Increase district opportunities to career paths and college readiness through testing and CTE.

**Objective 3.** (Objective 3 - SAT/TSI Testing) The district will provide on campus opportunities for high school students to take the TSI/SAT on campus. District will cover the cost for students taking the test 1 time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will offer on-campus testing opportunities for TSI/SAT free of charge. (Target Group: All, 11th, 12th) (Strategic Priorities: 3) (ESF: 3,3.3)	Principal	Aug-May	(L)College and Career Readiness Standards, (L)College Board Resources, (S)CTE funds	Criteria: number of students tested

# COLUMBIA-BRAZORIA ISD

**Goal 4.** (Connect high school to career and college ready) Increase district opportunities to career paths and college readiness through testing and CTE.

**Objective 4.** (Objective 4 - Dual Credit Opportunities) CBISD will cover pay for all qualified CHS students to take two courses per semester from Brazosport College.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS is partnering with Brazosport College to provide dual credit opportunities in academic and technical subjects free of charge. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3,3.1,3.3,4,4.1)	Assistant Principal(s), Assistant Superintendent, Counselor(s), Principal	Aug-May	(F)Perkins-CTE, (L)College and Career Readiness Standards, (L)College Board Resources, (S)CTE funds	Criteria: Student enrollment and achievement

# COLUMBIA-BRAZORIA ISD

**Goal 5.** (Build strong family engagement opportunities) Provide at least one opportunity for families to interact in a meaningful way with their child's educational and learning experience.

**Objective 1.** (Campus Outreach Activities) Campuses will provide family engagement events to highlight resources available to parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Title 1 Campuses will hold 2 events to secure feedback on services for students, family engagement policy, student-family-teacher compact, comprehensive needs assessment, and to highlight literacy focus. (Title I SW Elements: 1.1,2.1,2.3,3.1,3.2) (Target Group: All,ECD,PRE K,K,1st,2nd,3rd,4th,5th,6th) (ESF: 1.1,1.2,2.1,3.1,3.4)	Assistant Principal(s), Director of Instruction, Homeless/Parent Liaison, Instructional Staff, Instructional/Literacy Coach, Parent, Family, Engagement Coordinator, Principal	July-June	(F)Title I-Federal, (S)State & local funding	Criteria: Campus communication of family feedback, # participants
2. Secondary campuses will provide multiple opportunities for families to be aware of career and college resources and programs. (Target Group: 6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.4)	Assistant Principal(s), Assistant Superintendent, College Counselor, Communities In Schools, Counselor(s), Director of Instruction, Parent, Family, Engagement Coordinator, Principal	July- June	(F)Perkins-CTE, (L)College and Career Readiness Standards, (L)College Board Resources, (S)Communities in Schools, (S)CTE funds , (S)State & local funding	Criteria: event documentation

# COLUMBIA-BRAZORIA ISD

**Goal 6.** (Safe and Healthy Students) Students’ sense of well-being, safety and comfort in school will increase as evidenced by increasing the PASS Feelings About School factor from 24 percentile to 28 percentile.

**Objective 1.** Students will remain in class. The average frequency of removals will decrease from 15 per week to 5 per week.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students’ sense of well-being, safety and comfort in school will increase as evidenced by increasing the PASS Feelings About School factor from 24 percentile to 28 percentile. (Title I SW Elements: 1.1,2.2,2.3,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Superintendent, Director Spec Programs, Principal, Teacher(s)	August 2023-May 2024	(F)Title IV Safe and Drug Free - \$10,000	Criteria: PASS Attitudinal Survey Results BOY, MOY, EOY.  10/13/23 - Pending (S)

# Resources

Resource	Source
Federal Funds	Federal
IDEA (Sped)	Federal
Title I-Federal	Federal
Title II Princ/Tchr Improvement	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
ARD Committee	Local
DEIC Committee	Local
DMAC Data Analysis Software	Local
EduHeros	Local
Lead4Ward resources	Local
Local Funds	Local
Skyward	Local
TRS curriculum resources	Local
Local Districts	Other
Local Resources	Other
Technology allocations	Other
Communities in Schools	State
Consultants	State
ESL	State
GT	State
Instructional Materials Allot	State
Region 4 ESC	State
State & local funding	State
State Comp Ed	State
State Comp Ed Personnel	State
State Compensatory Ed	State

2023 Accountability Ratings Overall Summary

County-District Number: 020907 District Name: COLUMBIA-BRAZORIA ISD

**2023 Accountability Ratings Overall Summary**

Domain	TEA 2022 Scaled Score	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	TEA 2022 Overall Score	Overall Score	2023 Overall Rating
<b>(020907) - Columbia-Brazoria ISD</b>									
Student Achievement	85 (-9)	76		78	70%	54.6	84 (-8)	76	C
School Progress, Part A	79 (-5)	74	78						
School Progress, Part B	87 (-9)	78							
Closing the Gaps	77 (-7)	70							

<b>(020907001) - Columbia H S</b>									
Student Achievement	84 (-7)	77		77	70%	53.9	82 (-7)	75	C
School Progress, Part A	79 (-7)	72	75						
School Progress, Part B	82 (-7)	75							
Closing the Gaps	77 (-8)	69							

<b>(020907042) - West Brazos J H</b>									
Student Achievement	75 (1)	76		82	70%	57.4	76 (0)	76	C
School Progress, Part A	69 (4)	73	82						
School Progress, Part B	79 (3)	82							
Closing the Gaps	68 (-5)	63							

<b>(020907102) - West Columbia EL</b>									
Student Achievement	77 (3)	80		83	70%	58.1	78 (6)	84	B
School Progress, Part A	75 (6)	81	83						
School Progress, Part B	77 (6)	83							
Closing the Gaps	79 (6)	85							

<b>(020907107) - Barrow EL</b>									
Student Achievement	76 (-5)	71		75	70%	52.5	85 (-11)	74	C
School Progress, Part A	88 (-13)	75	75						
School Progress, Part B	82 (-7)	75							
Closing the Gaps	77 (-7)	70							

# EVERY CHILD, PREPARED FOR SUCCESS IN COLLEGE, CAREER, OR THE MILITARY

## STRATEGIC PRIORITIES



**RECRUIT, SUPPORT  
AND RETAIN  
TEACHERS AND  
PRINCIPALS**



**BUILD A  
FOUNDATION  
FOR READING  
AND MATH**



**CONNECT HIGH  
SCHOOL TO  
CAREER AND  
COLLEGE**



**IMPROVE  
LOW-PERFORMING  
SCHOOLS**

## KEY ACTIONS



**SUPPORTED  
EDUCATORS**



**READY  
STUDENTS**



**RIGOROUS  
ENGAGEMENT**



**ALIGNED  
SYSTEMS**



**ACTIONABLE  
GOALSETTING**



**CONTINUOUS  
IMPROVEMENT**